DOCUMENT RESUME

ED 400 998 PS 024 712

AUTHOR Lokon, Elizabeth
TITLE Ideas for Teaching about Japan in Preschools.
INSTITUTION Maryland Univ., College Park. International Center for the Study of Education Policy and Human Values.
PUB DATE 95
NOTE 45p.; A publication of the National Intercultural Education Leadership Institute.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Activity Units; Class Activities; Foreign Countries; Geography Instruction; *Japanese Culture; Language Acquisition; Learning Centers (Classroom); Lesson Plans; Motor Development; Multicultural Education; *Preschool Education; Social Development; Teaching Guides
IDENTIFIERS *Japan

ABSTRACT

This curriculum unit consists of a series of lesson plans focused on Japan for preschool students ages 3 to 5 years. The unit has five themes: (1) geography; (2) language; (3) people and clothing; (4) customs; and (5) food. Each theme has from four to eight activity lessons which address different developmental domains, including language, social skills, and gross and fine motor coordination. The lessons are designed to be completed with an entire preschool class or in separate activity centers. Activities are non-sequential so that several activities can be offered simultaneously at different centers. Each theme begins with an activity entitled, "Thinking and Talking." This activity orients the children to the subject matter of the theme. All activities include a set of objectives, materials list, approximate activity time, procedures, and evaluation. A kimono pattern and a picture of a sumo wrestler are appended. Contains 19 references. (KDFB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NIELI National Intercultural Education Leadership Institute

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 400 998

Ideas for Teaching about Japan in Preschools

Elizabeth Lokon

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Elizabeth Lokon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 024712

International Center for the Study of Education Policy and Human Values
Barbara Finkelstein, Professor and Director

BEST COPY AVAILABLE

Ideas for Teaching about Japan in Preschools

Elizabeth Lokon

© Elizabeth Lokon, 1995.
Reprinted with permission.

Introduction

This curriculum unit is one in a series of instructional materials and publications written by Research Associates and staff of the National Intercultural Education Leadership Institute (NIELI), a program of the International Center for the Study of Education Policy and Human Values, College of Education, University of Maryland at College Park. Since 1989, the International Center has recruited and trained thirty-nine national leaders of internationalization efforts in precollegiate schools, universities, and museums throughout the United States.

Supported by the United States-Japan Foundation, these materials are based on curricula and model programs developed by NIELI Research Associates. They are created for classroom teachers, school administrators, curriculum developers, multicultural education policy specialists, and others with compelling interests in advancing the practice of intercultural and multicultural education.

Ideas for Teaching About Japan in Preschools is a curriculum unit comprised of a series of lesson plans focused on Japan for preschool students ages three to five. The unit has five themes: geography, language, people and clothing, customs, and food. Each theme has several activity lessons which address different areas of growth (e.g., language, social skills, gross and fine-motor coordination, etc.). The lessons are designed to be done with an entire preschool class or in separate activity centers.

Project Directors:

Barbara Finkelstein, Professor and Director, International Center for the Study of Education Policy and Human Values, University of Maryland at College Park

Elizabeth K. Eder, Associate Director of Special Projects, International Center for the Study of Education Policy and Human Values, University of Maryland at College Park

Introduction to the Curriculum Unit

The following unit is designed to teach preschoolers (ages three to five) about Japan. The unit consists of five themes:

1 Geography

2 Language

3 People and Clothing

4 Customs

5 Food

Each theme has a variety of activities that address the various areas of growth (language, cognition, social skills, gross- and fine-motor coordination, emotions, etc.) These activities are not meant to be done in sequence with the entire class. Rather, they are written so that several activities can be offered simultaneously at different centers and children can choose the particular activities that suit their interests. Certain activities, however, do lend themselves to whole-class participation. Each theme generally begins with activities entitled, "Thinking and Talking," that serve as a way of orienting the children to the subject matter of the theme. All activities include a set of objectives, materials list, approximate activity time, procedures and evaluation.

Comments, questions and suggestions about this material should be addressed to:
Elizabeth Lokon, Department of Educational Leadership, Miami University, Oxford, Ohio 45056.

Thinking and Talking about Geography

✔*Objectives*

To distinguish an island from a continent
To compare spatial areas

✔*Materials*

Globe
Inexpensive globes constructed like plastic beach balls can be purchased from nature stores or from:
The *National Geographic Society*
17th and M Streets, NW
Washington, DC 20036

✔*Time*

5–10 minutes

✔*Procedures*

During circle time, ask children where they live. Accept any location responses (street, city, state, country). You may want to distinguish these responses with older children.

Then, tell children that we will learn about a place called Japan. Show own location on the globe and then point to Japan. Tell children which part is ocean and which part is land. Elicit possible ways to go to Japan from own location. Elicit distinction between Japanese islands and the continental United States.

Introduce the words "island" and "continent" and attach these words to the distinct concepts that the children constructed.

✔*Evaluation*

Point to other islands and continents on the globe and elicit whether these land formations are more like Japan or more like the United States.

Ask children to point to other islands and continents on the globe. Accept any responses that recognize relative difference in land mass (eg., Australia cannot be an island but Greenland can be a continent).

Gross-Motor Game: *Island Hopping*

✔*Objectives*

To develop dynamic balance
To reinforce the concept of island, continent, land, and ocean
To identify means of travel
To compare spatial areas: larger, smaller

✔*Materials*

Carpet squares of various sizes or chalk, or masking tape

✔*Time*

10 minutes

✔*Procedures*

Place carpet squares all over the room. Each square must be placed within a child's hopping distance from another carpet square.

Tell the children that the smaller carpet squares are islands and the larger ones are continents. The rest of the room is the ocean. See how many children can stand on an island without touching the ocean and how many can stand on a continent. Ask which land mass is bigger, i.e., which group has more children.

Children may choose to pretend to be a plane or a boat/ship. Children who pretend to be planes need to open their arms as wings and hop from island to island, while boats/ships may sail on the ocean and anchor on the edge of an island/continent.

Chalk or masking tape may be used instead of carpet squares to define land/continent outlines.

✔*Evaluation*

Observe for maintenance of balance when landing from a hop.

Ask children whether they are standing on or going to an island or a continent.

Fingerplay: *"Island"* and Song: *"Kira Kira Boshi"*

✔*Objectives:*

To manipulate hands correctly for fingerplay
To reinforce the concepts of islands and continents
To learn and sing familiar songs in a foreign language
To sing for enjoyment

Fingerplay: *"Island"*

Here is an Island
(Use one hand to make a small circle by curling fingers and touching the tip of index finger to the tip of the thumb)

Here is the Sea
(Use the other hand to make a swiping motion around the island)

Here is a Continent
(Use both arms to make a large circle)

It's much bigger, you see!
(Use index finger to point in admonishing manner while the other hand rests on hips)

Song: *"Kira Kira Boshi"*
Tune: "Twinkle Twinkle Little Star." The lyrics have the same meaning as the English version.

Kira kira hikaru
Osorano hoshi yo
Mabataki shite wa
Minna o miteru
Kira kira hikaru
Osorano hoshi yo

Crafts and Creation: ***Islands in the Sea***

Sand Play: ***Mapping***

✔***Objectives***

To create a three dimensional model of islands and continents
To use hands in exploring materials

✔***Materials***

Sand table, sand, water, various sand toys

✔***Time***

10-15 minutes

✔***Procedures***

Fill sand table with sand and water.

Have children play and explore the media before encouraging them to create islands and continents.

✔***Evaluation***

Ask children to place a flag on an island, a boat in the ocean, etc. Observe their placement of these objects in the kid-constructed diorama.

Crafts and Creation: ***Islands in the Sea 2***

Bubbles: ***Mapping***

✔***Objectives***

To compare size of bubbles: larger, smaller
To count up to ten
To reinforce the concept of "island" and "continent"

✔***Materials***

Bubble solution:
2 cups Joy dishwashing liquid
6 cups water
3/4 cups light Karo corn syrup
Several colors of tempera paint

Combine all solutions except tempera paint, shake well. Pour soap solution into different containers. Add tempera paint, shake well, and let stand over night.

A variety of bubble makers. You may want children to experiment with common household objects such as spatula, bottle openers, etc. as bubble makers.

Large sheets of plain paper

✔***Time***

10-15 minutes

✔***Procedures***

Show children a map of the world. Ask them to create a map of their own using the colored bubble solutions.

Let them experiment. The bubbles will break on paper and create different sizes of colored circles that look like islands on a map.

✔***Evaluation***

Ask them to point to "islands" vs. "continents" on their bubble map. Look for distinctions between smaller and larger/bigger.

Ask them to count the number of islands and continents on their individual maps.

Coloring: *Ocean Scenes*

✔ ***Objectives***

To be exposed to Japanese drawings
To color for enjoyment
To develop fine-motor coordination

✔ ***Materials***

Crayons, markers
Pages from *A Coloring Book of Japan* (1971, San Francisco: Bellerophon Books):
Shoriken crossing the sea on his sword
Kinko the nymph bringing happy tidings
The great wave at Kanagawa Nami-ura

✔ ***Procedures***

Show master pages to children.

Elicit contents of these pages.

Let them color the pages as they like.

✔ ***Evaluation***

Let younger children scribble random lines but more mature children should begin to color within the lines and cover wider areas with the same color.

Story Time: *Whales and the Sea*

✔*Objectives*

To listen to a story for enjoyment
To compare and contrast similar stories
To evaluate stories and state preferences
To recognize geographic settings of a story
To practice taking turns
To practice talking within a particular topic

✔*Materials*

Roy, R. (1978). *A Thousand Pails of Water.* New York: Knopf.
This is a story about a Japanese boy who saves a beached whale.

✔*Time*

10–15 minutes

✔*Procedures*

Make the connection between the fact that Japan consists of islands and the story about the whale. Elicit predictions of the story based on the title and the illustration on the cover.

Read the story aloud.

Elicit other stories about whales (Free Willy, Shamu) and have them retell the other whale stories and compare them with this story.

Have children evaluate the different whale stories and decide the one they like best.

✔*Evaluation*

Observe whether children are listening to the story

Ask questions such as, "Can this story happen in our town? Why or why not?" Children should respond by making geographic references about the location of their own town.

Listen to the children retelling and comparing the various whale stories. The only important criteria here are: (1) that children take turns in speaking and (2) that their comments are relevant to the topic being discussed.

Alternative Japanese children's story about the sea:
Yashima, T. (1967). *Seashore Story.* New York: Viking.
This is a Japanese folktale about a fisherman who is carried off to a palace under the sea by a turtle.

Song: *"Atama Kata Hiza Ashi"*

✔***Objectives***

To sing familiar tunes in a foreign language
To learn a few terms for body parts in English and Japanese
To sing for enjoyment

✔***Procedures***

First, point at head, shoulders, knees, and toes and elicit the names of these body parts in English.

Then, point again at the same parts but this time say it in Japanese:
head = *atama*
shoulders = *kata*
knee = *hiza*
foot = *ashi*

Do this several times.

Now, point at these body parts again and have children name them in Japanese.

Finally, sing the song in both languages (English first).

Song: *"Atama, kata, hiza, ashi"*
Tune: "Head, Shoulders, Knees and Toes." Lyrics are similar to the English version.

Atama kata hiza ashi hiza ashi
Atama kata hiza ashi hiza ashi
Me to mimi to kuchi to hana
Atama kata hiza ashi hiza ashi

(From: Mahoney, J. (1990). *Teach Me Japanese.* Minneapolis: Teach Me Tapes, Inc., p. 7.)

✔***Evaluation***

Point at these body parts again and have children name the part pointed in Japanese.

Have children sing the song together unassisted by adults.

Thinking and Talking about Language

✔ ***Objectives***

To introduce children to a few Japanese words
To develop familiarity with the notion of foreign languages

✔ ***Materials***

none

✔ ***Time***

on-going

✔ ***Procedures***

Briefly, teach children the following phrases:
Ohayo = Good morning or *Konnichiwa* = Good afternoon
Domo Arigato = Thank you
Sayonara = Good bye
Itadakimas(u) = non-religious "grace" said before starting a meal; no English equivalent. The (u) at the end is silent.

Use the above greetings all throughout the duration of the unit and at appropriate moments (e.g., "*itadakimas(u)*" before eating snack/lunch, "*ohayo*" or "*konnichiwa*" at arrival, "*sayonara*" at dismissal, etc.).

After introducing the above terms, elicit their use at appropriate moments.

✔ ***Evaluation***

Look for voluntary use of these phrases and other made up, nonsensical sounds. Besides fun, nonsensical sounds are a way of experimenting with new sounds in a new language.

Story Time: *Animal Talk*

✔*Objectives*

To listen to a story for enjoyment
To learn animal sounds in Japanese

✔*Materials*

Battles, E. (1978). *What Does the Rooster Say, Yoshio?*. Chicago: A. Whitman.
This is a story about a Japanese boy and an American girl who compare the sounds of animals in their own languages and find one animal that makes the same sound.

Flannel board and flannel pieces of the animals in the story.

✔*Time*

5–10 minutes

✔*Procedures*

Using the flannel pieces, elicit the animal sounds in English.

Read aloud the book.

Using the flannel pieces again, elicit the animal sound in Japanese.

✔*Evaluation*

Split the class into two groups. Half the class take the role of the American girl and the other half take the role of the Japanese boy. Have them retell the story using the flannel pieces. Then switch roles.

Look for enthusiasm, participation, and approximate reproduction of the sounds. The focus here is familiarity with differences in languages and sounds, not accurate reproduction of the animal sounds in Japanese.

Coloring: *Animals*

✔*Objectives*

To be exposed to Japanese drawings
To color for enjoyment
To develop fine-motor coordination

✔*Materials*

Crayons, markers
Pages from, *A Coloring Book of Japan* (1971, San Francisco: Bellerophon Books):
Monkeys, a Frog and a Fox, Going for a Ride
A Confrontation
At the Circus
Riding on a Water Buffalo
An Octopus in the Potato Patch
Kwannon, Goddess of Mercy Riding a Carp
A Camel Visiting Edo

✔*Procedures*

Show master pages to children.

Elicit and/or explain the contents of these pages.

Let them color the pages as they like.

✔*Evaluation*

Let younger children scribble random lines but more mature children should begin to color within the lines and cover wider areas with the same color.

BEST COPY AVAILABLE

Counting and Writing in Japanese

✔*Objectives*

To learn to count to five in Japanese
To recognize different writing systems

✔*Materials*

Haskins, J. (1987). *Count Your Way through Japan.* Minneapolis: Carolrhoda Books.

Sample pages from: Johnson, J. & Parisi, L. S. (1987). *Japan in the Classroom: Elementary and Secondary Activities.* Boulder, CO: Social Science Education Consortium, pp. 55-82.

Paper, black tempera paint or ink, soft brushes

✔*Time*

15 minutes

✔*Procedures*

Count to five in English while pointing at the numerals used in English. Tell children that we will learn to count in Japanese.

Open the book and count in English with the children the number of objects being discussed on each page.

After the number of objects on a particular page is counted, show how to write that number in Japanese. Use large soft brush and black ink/paint to simulate Japanese calligraphic effect.

1 = ICHI (pronounced *eechee*)
2 = NI (pronounced *nee*)
3 = SAN (pronounced *sahn*)
4 = SHI (pronounced *shee*)
5 = GO (pronounced *go*)

Show other Japanese characters.

Have children create their own Japanese calligraphy.

✔*Evaluation*

Accept any attempt to imitate Japanese writing. Emphasize correctness only for writing numbers one through three in Japanese (one, two, and three horizontal lines).

Display children's calligraphy on the wall/bulletin board.

Thinking and Talking about People

✔ ***Objectives***

To identify similarities and differences between Japanese and American preschools and preschoolers

✔ ***Materials***

An assortment of pictures of Japanese and American young children at school and at play. (Use Simon, C., 1987). "They get by with a lot of help from their "'kyoiku mamas'." *Smithsonian, 17* (12), cover, 44-45, 52.) For this activity it is best to use pictures of children in their school uniforms and in their play clothes. Cultural stereotypes may be created through exaggerated differences if we use pictures of children in kimonos. We will use kimono pictures in the next activity.

A good source for Japanese photographs is: Smolan, R. & Cohen, D. (1985). *A Day in the Life of Japan.* NY: Collins.

✔ ***Time***

5–10 minutes

✔ ***Procedures***

Mount the two sets of pictures (Japanese and American preschoolers) on two different poster boards.

At circle time, show the two poster boards side by side. Elicit observations of differences between the two poster boards. Then elicit similarities between them. Stress the fact that like themselves, Japanese children enjoy playing and learning together.

✔ ***Evaluation***

Accept any relevant and non-derogatory observations. Should an unsubstantiated derogatory remark arise, engage the speaker in a dialogue to help him/her understand the unfairness of the remark.

Song: *"Minna-de Utaeba"*

✔ ***Objectives***

To sing familiar songs in a foreign language
To sing for enjoyment

Song: *"Minna-de utaeba"*
Tune: "The More We Get Together." Lyrics have similar meaning as the English version.
Minna-de utaeba utaeba utaeba
Minna-de utaeba tanoshiku narune
Anatoma weatashimo minna tomodachi
Minna-de utaeba tanoshiku narune

(From: Mahoney, J. (1990). *Teach Me Japanese.* Minneapolis: Teach Me Tapes, Inc., p. 1.)

Thinking and Talking about Clothing

✔ *Objectives*

To distinguish between everyday and special day clothing
To distinguish between Japanese and American special day clothing
To introduce the word "kimono"

✔ *Materials*

Western party clothing for both boys and girls (or pictures of), Japanese children's kimonos for both boys and girls (or pictures of)

✔ *Time*

5 minutes

✔ *Procedures*

At circle time, pull Western party clothing out of a bag. Ask children where one might go in these clothes. Ask them what is special about these clothes. Then, pull out a Japanese child's kimono (or picture) and tell them that on special days, like a wedding or special festival days, some Japanese girls or women dress in a kimono.

Pass around the kimono and elicit verbal comments about it.

Place the kimono in the dress-up center for the day.

✔ *Evaluation*

Listen for verbal distinctions between everyday and special clothing in the two societies.

Crafts and Creations: *Kimono Bookmark*

(This activity is appropriate for older preschoolers.)

✔*Objectives*

To develop fine-motor coordination
To listen and follow directions

✔*Materials*

Colorful paper (wrapping paper or origami paper), tag board, markers, paste or glue stick, ribbons for "obi" (belt)

✔*Time*

10 minutes

✔*Procedures*

Precut all pieces according to the attached pattern (see Appendix: Kimono Attachment).

Give each child one complete set of precut pattern.

Demonstrate and assist children in folding and gluing the bookmark.

Let the children finish the bookmark by drawing its face and hair details.

✔*Evaluation*

Accept approximately correct placement of parts. Focus more on correct sequence of construction rather than on tidiness and accuracy.

Song: ***"Moshi-moshi Anone"***

✔ ***Objectives***

To sing familiar tunes in an foreign language
To sing for enjoyment

✔ ***Procedures***

Introduce this song with a real or toy phone. Pretend that we are calling each other to invite one another to a party. This provides a connection between the song and the discussion of the party clothing.

Song: ***"Moshi-moshi anone"***
Tune: "London Bridge is Falling Down."

Moshi-moshi anone (*Moshi-moshi* = hello; *anone* = hmm . . . let me see)
Anone, anone
Moshi-moshi anone
Ah so des (u) ka (Is that really so?) (Note: The (u) in parenthesis is not pronounced.)

Story Time: ***Magic Fans***

✔***Objectives***

To listen to a story for enjoyment
To develop creative imagination
To practice speaking within a topic

✔***Materials***

Johnston, T. & De Paola, T. (1990). *The Badger and the Magic Fan.* New York: G. P. Putnam.
This is a Japanese folktale about a badger who makes a fortune by using a magic fan to make a rich girl's nose grow.

✔***Procedures***

Elicit their knowledge about and experience with magic.

Read the story aloud.

Elicit what they would do if they had the magic fan. Write down each child's response on a separate large sheet of paper.

Have children illustrate their magic wish.

Collect all children's pages and construct a class book.

Read aloud the class book.

✔***Evaluation***

Accept any and all responses. The more outrageous the response, the better because it shows creative imagination at work.

Alternative Japanese children's story about magical clothing accessory:
Uchida, Y. (1993). *The Magic Purse.* New York: Maxwell Macmillan International.
This is a story about a poor farmer who receives a magic purse that refills itself with gold after helping a young woman.

Crafts and Creations: ***Making a Magic Fan***

✔***Objectives***

To develop fine-motor coordination
To practice tying shoelaces
To listen and follow directions

✔***Materials***

Colorful paper (wrapping paper or origami paper), markers, crayons, ribbons

✔***Time***

10 minutes

✔***Procedures***

Tell the children that they can make their own magic fans.

Give them sheets of paper that they can color and then fold in accordion style to create a fan.

To create a handle for the fan, tie a ribbon at the bottom of the fan. Use this opportunity to have children practice their shoe-tying skills.

✔***Evaluation***

Look for pride that results from completion of the project (without regard to its quality). Make a note of children that need more practice in tying their shoes. Provide ample opportunities and encouragements for this in the future.

Coloring: *Japanese Kimonos*

✔*Objectives*

To be exposed to Japanese drawings
To color for enjoyment
To develop fine-motor coordination

✔*Materials*

Crayons, markers
Pages from *A Coloring Book of Japan* (1971, San Francisco: Bellerophon Books):
Kichiko-ten, Goddess of Beauty, Holding a Jewel
Dancers at a Cherry Blossom Festival
On a Rampage
Spinning Tops

✔*Procedures*

Show master pages to children.

Elicit contents of these pages.

Let them color the pages as they like.

✔*Evaluation*

Let younger children scribble random lines but more mature children should begin to color within the lines and cover wider areas with the same color.

25 BEST COPY AVAiLABLE

Thinking and Talking about Customs

✔*Objectives*

To be exposed to customs similar to and different from own customs
To compare and contrast pictures and objects
To sort objects into groups
To make reasonable guesses about foreign customs and objects
To learn to ask questions

✔*Materials*

Pictures of Japanese and Americans in action (e.g., greeting another person: bowing vs. shaking hands; entering a building: with vs. without shoes, eating, playing, etc.) These pictures should show some similar customs and some different ones. (Use non-fiction Japanese books for children as a source of pictures such as *Take a Trip to Japan* by G. Ashby (1980), Franklin Watts and *Japan* by K. Jacobsen (1982), Children's Press.)

A few Japanese objects like *shakuhachi* (bamboo flute), *bento* (lunch box), *geta* (wooden sandal), *tabi* (sock with separated toe), maps, money, masks etc. and their American counterpart.

✔*Time*

10 minutes

✔*Procedures*

At circle time, show a pair of similar objects or pictures, one Japanese and the other American.

Elicit verbalization of similarities and differences between the two objects or pictures (I like to do differences first, then similarities). This is an opportunity to review the language used in discussing similarities and differences in Japanese and American clothing.

A variation of this is to show only the Japanese object and ask children to make guesses about what the object is used for. We can also use these objects to play the Question Game where children ask questions that can be answered with a "yes" or a "no" only.

After circle time is over, have children sort the objects into two boxes, one labeled Japan (draw its flag and write the word on the box) and the other labeled U.S.A. (also with flag and word written on the box).

✔*Evaluation*

Look for whether children stay on the topic and make "logical" guesses.
See if they sort the objects into the proper boxes.

Hand and Finger Game: *Jan Ken Pon*

✔*Objectives*

To decide who is "it"
To demonstrate understanding of hierarchy

✔*Materials*

None
Background resource: Heinz, E. (1988?). *Stepping-Stones: Teaching about Japan in Elementary Grades: Selected Lesson Plans from the "Japan Alumni,"* p. 6

✔*Time*

Varies, can be played over and over again

✔*Procedures*

Teach children to use their hand to make the following shapes: paper, stone, and scissors.

Teach them the circular hierarchy of these objects and the rules of the game.

Have each person count up his/her own points. Whoever gets to three points first wins.

Change partners and do it over again.

✔*Evaluation*

Observe them play the game. With older preschoolers you may want to make sure that they are keeping the hierarchy intact.

Making a Wish: ***Good Luck Chain***

✔***Objectives***

To learn some of the customs of Japan
To practice fine-motor coordination
To develop a sense of group belongingness (team spirit)
To count to one-hundred (assisted)

✔***Materials***

Many strips of colored paper, paste/glue
Background material for teachers: Coerr, E. (1977). *Sadako and the Thousand Paper Cranes.* New York: G. P. Putnam's Son and Heinz, E. (1988?). *Stepping-Stones: Teaching about Japan in Elementary Grades: Selected Lesson Plans from the "Japan Alumni,"* p. 58

✔***Time***

On-going. Materials for project should be left out at a center for several days until the project is completed.

✔***Procedures***

Make an origami crane.

Tell the children that some Japanese children try to make their wish come true by making a chain of one-thousand cranes. (Show pictures from *Sadako* and show an origami crane.)

Ask children to try this custom by making one-hundred links of paper chain.

Combine all of the children's links to create one-hundred links as a class.

Help children count aloud the number of links.

Have a special surprise for everyone when one-hundred links are completed.

Making a Wish 2: *Daruma Dolls*

✔*Objectives*

To learn some of the customs of Japan
To practice fine-motor coordination

✔*Materials*

Round balloons, strips of newspaper, strips of paper towel for final wrap, 1 cup wheat paste mixed with 10 cups of water (or use liquid starch, though wheat paste solution or a 50-50 mix of white glue and water work better than liquid starch), plaster to weight the bottom, red, black and white tempera paint

✔*Time*

15–20 minutes plus one overnight to dry

✔*Procedures*

Introduce *Daruma* to the children. He was an Indian philosopher who meditated for so long that his arms and legs fell off. Explain "meditate" and have children try it for one minute. Ask them to imagine meditating for years.

Explain the Japanese custom of making a wish using a Daruma doll. A Japanese person buys the doll without its pupils colored in. When he/she makes a wish they color in one pupil and when the wish comes true, the other pupil is colored in.

Have children create their own Daruma dolls by dipping the strips of paper in the paste solution, layering them onto the blown-up balloon and letting it dry overnight. Paint it the next day.

✔*Evaluation*

Ask children what they are going to do with their personal Daruma dolls to make their wishes come true. To help them remember their wish (so that they can draw the other pupil when it comes true), you may want them to write down their wishes and post them where parents can see.

Sports: *Sumo Wrestling*

✔*Objectives*

To practice cutting with scissors
To learn about Japanese sumo wrestling
To color

✔*Materials*

Pictures or photos of sumo wrestlers (some children that watch professional wrestling on TV might be familiar with the American pop interpretation of sumo wrestling)

Copies of the sumo wrestler (attached), one copy per child (see Appendix: Sumo Wrestler)

Markers, crayons, stapler, straw (one per child)

✔*Procedures*

Talk about sumo wrestling. Emphasize the fact that it is a non-violent sport. The objective of the game is for one wrestler to push the other wrestler outside the circular rink. Wrestlers lift and push each other, but they don't hit or kick.

Give each child a sumo wrestler page and a straw.

Children color the wrestler and cut along the outline. (With younger children you may want to precut the sumo wrestlers.)

Staple the two ends (points A and B) together to make a cylindrical base. The wrestler is now ready for a round.

Two children play the game together by using the drinking straw to blow the opponent's wrestler so that it falls down first. The wrestler that remains standing last wins the game.

Coloring: *Ukiyoe* (Wood-block Printing)

✔*Objectives*

To be exposed to Japanese drawings
To color for enjoyment
To develop fine-motor coordination

✔*Materials*

Color reproductions of *Ukiyoe* found in most Japanese art books, crayons, markers
Pages from *A Coloring Book of Japan* (1971, San Francisco: Bellerophon Books):
Women Making Wood-block Prints
A Kabuki Hero
Two Courtesans
Emma Dai-o, King of Hades, and a Visitor

✔*Procedures*

Show reproductions of Ukiyoe in the art books. These pictures may serve to inspire them to work with the unfinished line drawings (the photographs should not be used as a model).

Let them color the pages as they like.

✔*Evaluation*

Let younger children scribble random lines but more mature children should begin to color within the lines and cover wider areas with the same color.

Story Time: ***Putting Our Customs Together***

✔***Objectives***

To listen to a story for enjoyment
To develop creative imagination

✔***Materials***

Say, A. (1991). *Tree of Cranes.* Boston: Houghton Mifflin.
This is a story about a Japanese boy who learns about the custom of Christmas when his Japanese-American mother decorates a pine tree with paper cranes and candles.

✔***Procedures***

Elicit predictions about the story based on the title and the picture on the cover.

Read the story aloud and invite children to notice the different customs depicted in the illustration and in the story. Some visual examples include sleeping on a "futon" (mattress) on a "tatami" floor (straw mat floor) and a wooden bath tub.

Confirm/reject predictions.

✔***Evaluation***

Observe for children's interest and enthusiasm for the details in the illustration in the book. A keen interest may indicate the beginning of cross-cultural appreciation.

Song: *"Mada Neteruno"*

✔ ***Objectives***

To sing familiar tunes in an foreign language
To sing for enjoyment

✔ ***Procedures***

Introduce this song as a follow-up to the discussion on sleeping customs in Japan and in the United States. Remember to mention that some Japanese do use Western beds in their houses and that Western beds are also common in hotels.

Introduce the phrase, "oyasuminasai" - *good night.*

Song: *"Mada neteruno"*
Tune: "Are You Sleeping?" Lyrics are similar to the English version.

Mada neteruno mada neteruno
Onii-san, onii-san
Kyookai-no kane-ga, natteiru-noni
Kin-kon-kan, kin-kon-kan

(From: Mahoney, J. (1990). *Teach Me Japanese.* Minneapolis: Teach Me Tapes, Inc., p. 4.)

Cooking Japanese Food

✔*Objectives*

To try unfamiliar food
To measure amounts
To develop fine-motor coordination through cutting vegetables
To follow directions
To work as part of a team
To practice table manners
To politely reject food

✔*Materials*

Varies depending on the recipe used. Utensils: plastic knives, cutting boards, stove, pans, plates, bowls, etc.
Inexpensive disposable chopsticks can be ordered from :
Oriental Trading Company, Inc.
P.O. Box 2308
Omaha, NE 68103-2308
Tel. 800-228-2269
(In Spring 1994: 144 pairs of wooden chopsticks cost $3.00)

✔*Time*

Varies

✔*Recipes*

The recipes included have been adapted to minimize the need for difficult-to-find ingredients and to maximize children involvement in preparing the dishes. The prepared amount is sufficient for a class of fifteen children to have a small serving. Several dishes can be prepared as a party at the end of the unit.

✔*Evaluation*

Observe and correct table manners. Listen for and correct derogatory remarks about the food they dislike. If necessary, teach them how to politely express dislike for the food being served. I taught my students to at least try everything and if they don't like something after they try it, to say something like, "This is interesting but I'm not used to the taste."

Cooking: ***Japanese Egg Drop Soup with Carrots***

✔***Ingredients***

8 cups of water
2 teaspoons soy sauce
DASHI or bouillon cubes
1-½ teaspoon salt
8 boiled carrots *(preboiled so that children can easily cut them with plastic knives)*
frozen peas, thawed out
green onions
tofu *(optional)*
4 eggs

✔***In-class time***

10-15 minutes

✔***Procedures***

Boil water while several children assist in slicing the boiled carrots, green onions, and tofu using plastic knives.

To integrate this activity with math, have some children count the green peas and group them into piles of ten peas.

Then, count the piles in tens before putting them in the pot.

Have children stir the eggs with a fork.

Add DASHI or bouillon cubes, soy sauce, salt, and all ingredients, except green onion and eggs.

When broth returns to boil, add egg little by little, stirring constantly.

Garnish with green onions and serve.

Cooking: *Onigiri* (Rice Balls)

Make these after reading "Rolly-Poly Rice Ball" at story time.

✔*Ingredients*

4 cups of uncooked rice
3 or 4 small cans of tuna
paper towel
vegetable oil or water
nori *(dried seaweed, if available, 1 small sheet per child)*

✔*In-class time*

10-15 minutes

✔*Procedures*

This is a rather messy activity but kids love it.

Cook rice at home according to package direction. Generally, 4 cups of rice needs 6 cups of water. Put rice and water in a pan, cook on high until the water boils. As soon as it boils turn the heat down low. Let simmer for 30 minutes or until all of the water is gone and the rice is soft. The rice needs to be cooked on the same day that it is going to be used. If it is cooked the night before it will be too dry to make *onigiri*.

Have children wash their hands thoroughly and wipe their hands with a paper towel dipped in vegetable oil or water (to prevent rice from sticking to their hands).

Let children make rice balls with a little bit of tuna fish in the center.

Wrap the rice ball in nori (seaweed) if available.

Label each child's plate and have them place their finished rice balls on their own plates.

BEST COPY AVAILABLE

Cooking: *Hie Yakko* (Fresh Tofu with Condiments)

✔ ***Ingredients***

1 or 2 packages of tofu
condiment choices: grated ginger, thinly sliced green onions, *katsuobushi (Bonito fish flakes, if available)*
dipping sauce: soy sauce *(about 1/2 teaspoon per serving)*

✔ ***Procedures***

Cut tofu into thin slices about 2x3 inches and 1/2 inch thick (authentically, Japanese may use a bigger piece but since not all children will like this dish, a small taste for everyone is sufficient.)

Put each slice on a plate. Have children put little amounts of the condiments on top of the tofu. Pour the soy sauce last, on top of the condiments.

Serve.

Cooking: *Ramen Noodle Soup*

✔ ***Ingredients***

ramen noodle packets *(1 packet can make about 4-6 small servings)*
water
green onion *(optional)*

✔ ***Time***

5–10 minutes

✔ ***Procedures***

Cook ramen noodles according to package directions.

Have children cut and garnish the noodles with green onions and serve. This can be served as noodle soup or dry noodles. If served dry without the soup, put some soy sauce on the noodles and toss before serving.

Talk with the children about the changes in the physical properties of the noodles before and after they are cooked. Ask them to suggest causes for the changed appearance and texture.

Story Time: ***Roly-Poly Rice Balls***

✔***Objectives***

To listen to a story for enjoyment
To distinguish between kindness/generosity and greed

✔***Materials***

Sierra, J. & Kaminski, R. (1991). "Roly-Poly Rice Balls," in *Multicultural Folktales: Stories to Tell Young Children.* Phoenix, AZ: Oryx Press, pp. 92-94.
This is a story about a kind couple and a greedy couple who are rewarded differently by a mouse.

A Mouse Puppet

Two different sized boxes with lids, the small one filled with play jewelry and the larger one other with creepy crawlers (e.g., rubber baits from fishing stores)

Two rolled up socks to use as pretend rice balls

✔***Procedures***

Introduce the mouse character.

Read the story aloud and use storytelling props at appropriate times.

Invite children to participate during the chants in the story.

✔***Evaluation***

Look for expressions of enjoyment and participation in the chants.

*Alternative picture books with a similar story, also set in Japan:
Stamm, C. (1964). *The Dumplings and the Demons.* New York: Viking Press.
Mosel, A. (1972). *The Funny Little Woman.* New York: Dutton.

Tactile Fun

✔*Objectives*

To model clay into desired shapes
To use hands to explore properties of materials

✔*Materials*

1. Sand Table:
   uncooked rice
   sand table toys
2. Peanut Butter-Honey Play Dough:
   2 cups peanut butter
   2 cups honey
   4 cups powdered milk
3. Inedible Play Dough:
   3 cups flour
   1 cup salt
   1 cup water mixed with food coloring
   1/4 cup oil
   2 tablespoon vinegar

(Recipes for are from: Stangl, J. (1986). *Magic Mixtures.* Belmont, CA: David S. Lake Publishers, pp. 19, 28.)

✔*Procedures*

Sand table: let children play and explore the uncooked rice in the sand table.

Play Dough: Mix all ingredients and knead.

If this activity is done after the "Roly-Poly Rice Ball" story, children may want to make rice balls with their dough or treasures and creepy crawlers to be placed in different boxes.

✔*Evaluation*

Since the most important aspect in these activities is children's exploration of materials, observe and encourage their participation.

Coloring: *Eat Your Carrots*

✔ ***Objectives***

To be exposed to Japanese drawings
To color for enjoyment
To develop fine-motor coordination

✔ ***Materials***

Crayons, markers
Pages from *A Coloring Book of Japan* (1971, San Francisco: Bellerophon Books):
Eat Your Carrots
. . . and Wash behind Your Ears

✔ ***Procedures***

Show master pages to children.

Elicit contents of these pages.

Let them color the pages as they like.

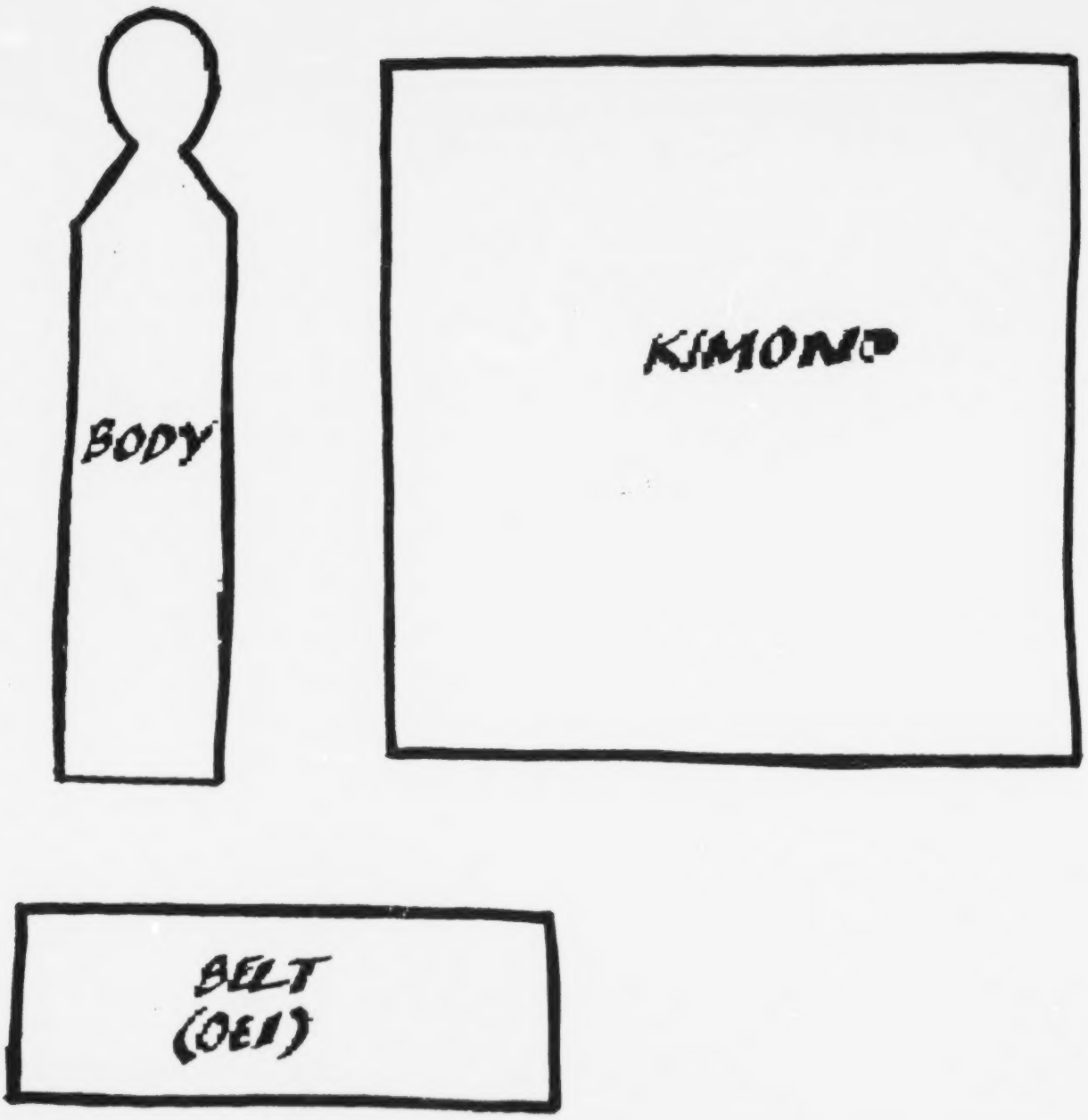
✔ ***Evaluation***

Let younger children scribble random lines but more mature children should begin to color within the lines and cover wider areas with the same color.

References

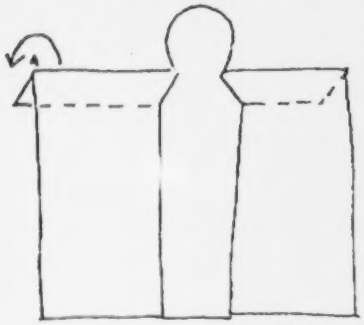
A Coloring Book of Japan. San Francisco: Bellerophon Books, 1971.
Ashby, G. *Take a Trip to Japan.* _____: Franklin Watts, 1980.
Battles, E. *What does the Rooster Say, Yoshio?.* Chicago: A. Whitman, 1978.
Coerr, E. *Sadako and the Thousand Paper Cranes.* New York: G. P. Putnam's Son, 1977.
Haskins, J. *Count Your Way Through Japan.* Minneapolis: Carolrhoda Books, 1987.
Heinz, E. *Stepping Stones: Teaching about Japan in Elementary Grades: Selected Lessons from the "Japan Alumni."* Mill Valley, CA: The U.S.-Japan Education Group, pp. 6, 58, 1988.
Jacobsen, K. *Japan.* _____ : Children Press, 1980.
Johnson, J. & Parisi, L. S. *Japan in the Classroom: Elementary and Secondary Activities.* Boulder, CO: Social Science Education Consortium, pp. 55-82, 1987.
Johnston, T. & De Paola, T. *The Badger and the Magic Fan.* New York: G. P. Putnam's Son, 1990.
Mahoney, J. *Teach Me Japanese.* Minneapolis: Teach Me Tapes, Inc., pp. 1, 4, 7, 1990.
Mosel, A. *The Funny Little Woman.* New York: Dutton, 1972.
Roy, R. *A Thousand Pails of Water.* New York: Knopf, 1978.
Say, A. *Tree of Cranes.* Boston: Houghton Mifflin, 1991.
Sierra, J. & Kaminski, R., "Roly-Poly Rice Balls," in *Multicultural Folktales: Stories to Tell Young Children.* Phoenix, AZ: Oryx Press, pp. 92-94, 1991.
Simon, C., "They get by with a lot of help from their *kyoiku mamas," Smithsonian, 17* (12), 44-45, 52, 1987.
Smolan, R. & Cohen, D. *A Day in the Life of Japan.* New York: Collins, 1985.
Stamm, C. *The Dumplings and the Demons.* New York: Viking Press, 1964.
Stangl, J. *Magic Mixtures.* Belmont, CA: David S. Lake Publishers, pp. 19, 28, 1986.
Uchida, Y. *The Magic Purse.* New York: Maxwell Macmillan International, 1993.

Appendix: *Kimono Attachment*

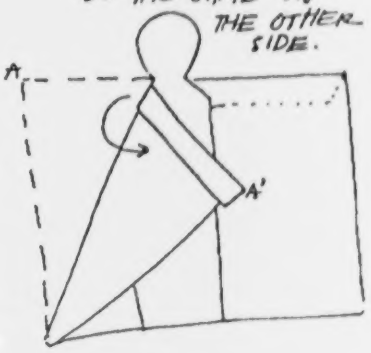


Appendix: *Kimono Attachment*

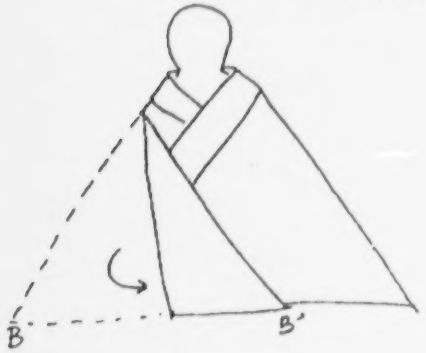
① PLACE BODY ON TOP OF KIMONO SQUARE. FOLD TOP OVER FOR COLLAR



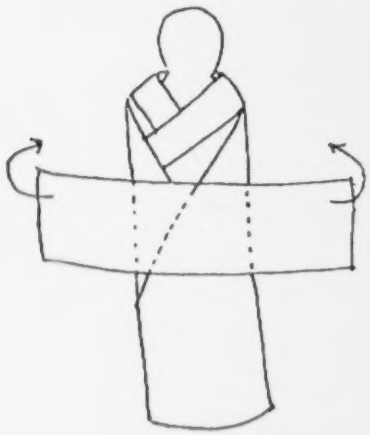
② FOLD A TO A' TO FORM AN ARM DO THE SAME ON THE OTHER SIDE.



③ FOLD B TO B'. DO THE SAME ON THE OTHER SIDE



④ PLACE OBI (BELT) ON TOP OF THE DOLL - FOLD ACCESS BACK.



⑤ DECORATE FACE, HAIR, E.T.C.

BEST COPY AVAILABLE

Appendix: *Sumo Wrestler*